



M.L. King Jr. Academy
400 Clinton River Drive
Mount Clemens, MI 48043
(586) 461-3100 (586) 469-7006 (fax)

August 23, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for M.L. King Jr. Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Mrs. Sharon Gryzenia, principal for assistance.

The AER is available for you to review electronically by visiting the following web site www.mtcps.org or you may review a copy from the Principal's office at your child's school.

For 2009-2010, M.L. King Jr. Academy made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. You can assist your child's academic success by insuring daily attendance, monitoring homework, and by attending Parent-Teacher Conferences and Family Education events.

State law requires that we also report additional information. M.L. King Jr. Academy is an Elementary School of Choice. We educate students from kindergarten through sixth grade at our building. If you do not reside within our attendance area, you can apply for admittance to our school. Our school has been accredited by North Central Accreditation, and is awaiting our Quality Assurance Review to be held during the 2010-2011 school year.

The State of Michigan has recently adopted a new Common Core State Standards for English Language Arts and Mathematics. This Common Core State Standards have been aligned with the Grade Level Content Expectations for each grade level. You can obtain a copy of these State Standards by contacting M.L. King Jr. Academy main office.

We strongly encourage parents to take an active part in their child's education. For the 2009-2010 school year, only 61% of parents attended these twice yearly conferences. Our goal is for 100% of our parents to be active members of our school family. Our building parent policy is distributed to parents each fall at Open House and encourages parents to take advantage of the wonderful educational opportunities for their family throughout the school year.

The Administration and Staff of M.L. King Jr. Academy are pleased with our School Report Card Score of “B”. We are continuing our efforts to improve both the instruction and academic success of our students. Title I programs assist students with before and after school academic tutoring and provides paraprofessionals assistance to individual students. Additionally Title I funds family education programs and professional development for our teachers.

We will also continue our efforts with our Healthy School initiative: assisting our students with learning about healthy lifestyles and making nutritious choices. M.L. King Jr. Academy is the recipient of: 1st place –Outstanding Achievement in the Healthy School Environment Recognition Program and has won the National Bronze Award from the Alliance for a Healthier Generation for 2010.

Join with us for the 2010-2011 school year to enhance your children’s educational achievement and become a part of the M.L. King Jr. family.

Educationally yours,

Sharon S. Gryzenia Ed.S.
Principal
M.L. King Jr. Academy

Full Annual Education Report

School-Level Student Assessment Data for Macomb ISD, Mt. Clemens Community School District, M.L. King Jr. Academy

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 03									
All Students	2008-09	100%	86.4%	79.2%	63.2%	15.8%	47.4%	36.8%	0%
All Students	2009-10	100%	89.8%	77.8%	80.5%	22%	58.5%	14.6%	4.9%
Female	2008-09	100%	88.3%	82.4%	70%	15%	55%	30%	0%
Female	2009-10	100%	91.9%	79.7%	87.5%	12.5%	75%	8.3%	4.2%
Male	2008-09	100%	84.6%	76.9%	55.6%	16.7%	38.9%	44.4%	0%
Male	2009-10	100%	87.9%	76%	70.6%	35.3%	35.3%	23.5%	5.9%
Black or African American	2008-09	100%	75.1%	73.4%	60%	10%	50%	40%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	100%	80.6%	78.9%	83.3%	20%	63.3%	13.3%	3.3%
Hispanic or Latino	2008-09	<10	79%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	90%	85.5%	<10	<10	<10	<10	<10
White	2009-10	<10	92.7%	73.9%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	85.2%	80%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	88.7%	85%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	74.9%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	63.4%	70.6%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	71%	35.3%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	79.1%	74.6%	63.9%	16.7%	47.2%	36.1%	0%
Economically Disadvantaged	2009-10	100%	84.5%	76.7%	79.5%	20.5%	59%	15.4%	5.1%
Grade: 04									
All Students	2008-09	100%	82.8%	67.1%	57.8%	8.9%	48.9%	31.1%	11.1%
All Students	2009-10	100%	84.1%	66.2%	55.9%	14.7%	41.2%	35.3%	8.8%
Female	2008-09	100%	84.7%	72.9%	59.1%	4.5%	54.5%	31.8%	9.1%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Female	2009-10	100%	86.1%	70.3%	70.6%	23.5%	47.1%	29.4%	0%
Male	2008-09	100%	80.9%	62.4%	56.5%	13%	43.5%	30.4%	13%
Male	2009-10	100%	82.1%	62.8%	41.2%	5.9%	35.3%	41.2%	17.6%
Black or African American	2008-09	100%	65.6%	60%	55.6%	2.8%	52.8%	33.3%	11.1%
Black or African American	2009-10	100%	68.6%	53.5%	51.9%	11.1%	40.7%	37%	11.1%
American Indian or Alaska Native	2008-09	<10	81.7%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	72.6%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.3%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	88%	77%	<10	<10	<10	<10	<10
White	2009-10	<10	88.9%	84.9%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	83.4%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	81.1%	63.6%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	54.7%	39.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	58%	41.2%	<10	<10	<10	<10	<10
Economically	2008-09	100%	72.9%	65.9%	58.1%	9.3%	48.8%	30.2%	11.6%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Disadvantaged									
Economically Disadvantaged	2009-10	100%	75.7%	60.5%	57.6%	15.2%	42.4%	33.3%	9.1%
Grade: 05									
All Students	2008-09	100%	81.5%	72.3%	52.8%	13.9%	38.9%	22.2%	25%
All Students	2009-10	100%	85.2%	74.6%	69.4%	19.4%	50%	13.9%	16.7%
Female	2008-09	100%	83.4%	71.6%	50%	16.7%	33.3%	25%	25%
Female	2009-10	100%	86.8%	73.3%	68.4%	21.1%	47.4%	10.5%	21.1%
Male	2008-09	100%	79.8%	73.1%	58.3%	8.3%	50%	16.7%	25%
Male	2009-10	100%	83.5%	75.7%	70.6%	17.6%	52.9%	17.6%	11.8%
Black or African American	2008-09	100%	63.5%	61%	44%	16%	28%	28%	28%
Black or African American	2009-10	100%	70.4%	70.7%	70.4%	11.1%	59.3%	18.5%	11.1%
Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	86.9%	86.3%	<10	<10	<10	<10	<10
White	2009-10	<10	89.8%	83.9%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	82.9%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	83.9%	63.6%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	49.2%	31.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Students with Disabilities	2009-10	<10	57.6%	61.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	70.5%	68.1%	54.3%	14.3%	40%	20%	25.7%
Economically Disadvantaged	2009-10	100%	76.6%	72.5%	66.7%	21.2%	45.5%	15.2%	18.2%
Grade: 06									
All Students	2009-10	100%	87.7%	81.7%	72.7%	24.2%	48.5%	24.2%	3%
Female	2009-10	100%	90%	92.2%	85%	30%	55%	15%	0%
Male	2009-10	100%	85.4%	69.6%	53.8%	15.4%	38.5%	38.5%	7.7%
Black or African American	2009-10	100%	75.8%	74.2%	65.2%	26.1%	39.1%	30.4%	4.3%
American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	91.1%	97.1%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	87%	80%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	59.9%	50%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	81.1%	78.8%	71.9%	21.9%	50%	25%	3.1%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics									
Grade: 03									
All Students	2008-09	100%	91.3%	90.6%	86.8%	28.9%	57.9%	13.2%	0%
All Students	2009-10	100%	94.8%	89.4%	90%	22.5%	67.5%	10%	0%
Female	2008-09	100%	90.9%	91.2%	90%	30%	60%	10%	0%
Female	2009-10	100%	94.8%	85.3%	91.7%	16.7%	75%	8.3%	0%
Male	2008-09	100%	91.6%	90.1%	83.3%	27.8%	55.6%	16.7%	0%
Male	2009-10	100%	94.8%	93.2%	87.5%	31.3%	56.3%	12.5%	0%
Black or African American	2008-09	100%	78.9%	84.8%	86.7%	26.7%	60%	13.3%	0%
Black or African American	2009-10	100%	87.7%	86.8%	89.7%	13.8%	75.9%	10.3%	0%
Hispanic or Latino	2008-09	<10	86.9%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	94.9%	95.2%	<10	<10	<10	<10	<10
White	2009-10	<10	96.9%	95.7%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	92%	100%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	94.3%	95%	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	85.1%	<10	<10	<10	<10	<10	<10
Students	2008-09	<10	79.7%	88.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Hispanic or Latino	2008-09	<10	81%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	92%	85.2%	<10	<10	<10	<10	<10
White	2009-10	<10	95.1%	100%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	86.7%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	91%	100%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	68.1%	39.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	80%	64.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	80.4%	70.7%	66.7%	14.3%	52.4%	26.2%	7.1%
Economically Disadvantaged	2009-10	100%	87.8%	84.1%	84.8%	21.2%	63.6%	15.2%	0%
Grade: 05									
All Students	2008-09	100%	76.8%	62%	41.7%	16.7%	25%	47.2%	11.1%
All Students	2009-10	100%	79.5%	73.1%	51.4%	8.6%	42.9%	45.7%	2.9%
Female	2008-09	100%	75.8%	58.1%	33.3%	8.3%	25%	54.2%	12.5%
Female	2009-10	100%	79.6%	76.3%	50%	0%	50%	44.4%	5.6%
Male	2008-09	100%	77.8%	66.2%	58.3%	33.3%	25%	33.3%	8.3%
Male	2009-10	100%	79.4%	70.4%	52.9%	17.6%	35.3%	47.1%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2008-09	100%	55.2%	55.8%	40%	8%	32%	44%	16%
Black or African American	2009-10	100%	62.5%	63.8%	46.2%	7.7%	38.5%	50%	3.8%
Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	83%	71.2%	<10	<10	<10	<10	<10
White	2009-10	<10	84.3%	80%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	76.6%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	78.2%	75%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	46.9%	29.4%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.8%	57.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	64.4%	55.8%	42.9%	17.1%	25.7%	45.7%	11.4%
Economically Disadvantaged	2009-10	100%	69.8%	71.3%	51.6%	9.7%	41.9%	48.4%	0%
Grade: 06									
All Students	2009-10	100%	82%	72.7%	63.6%	24.2%	39.4%	33.3%	3%
Female	2009-10	100%	83%	79.7%	70%	20%	50%	30%	0%
Male	2009-10	100%	81.1%	64.9%	53.8%	30.8%	23.1%	38.5%	7.7%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	100%	62.3%	65.2%	56.5%	17.4%	39.1%	43.5%	0%
American Indian or Alaska Native	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	87.5%	83.3%	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	80%	86.7%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.3%	38.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	100%	72.5%	69.5%	62.5%	25%	37.5%	34.4%	3.1%
Science									
Grade: 05									
All Students	2008-09	100%	83.1%	71.4%	52.9%	14.7%	38.2%	29.4%	17.6%
All Students	2009-10	100%	81%	72.9%	60%	8.6%	51.4%	31.4%	8.6%
Female	2008-09	100%	83.3%	74%	52.2%	8.7%	43.5%	30.4%	17.4%
Female	2009-10	100%	81.1%	78%	66.7%	5.6%	61.1%	27.8%	5.6%
Male	2008-09	100%	82.9%	68.7%	54.5%	27.3%	27.3%	27.3%	18.2%
Male	2009-10	100%	80.8%	68.6%	52.9%	11.8%	41.2%	35.3%	11.8%
Black or African	2008-09	100%	61.8%	61%	48%	8%	40%	28%	24%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
American									
Black or African American	2009-10	100%	59.6%	68.4%	61.5%	7.7%	53.8%	30.8%	7.7%
Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	89.4%	86%	<10	<10	<10	<10	<10
White	2009-10	<10	87.5%	83.6%	<10	<10	<10	<10	<10
Multiracial	2008-09	<10	84.5%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	79.3%	58.3%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	63.6%	18.8%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	60.7%	76.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	72.3%	66.4%	52.9%	14.7%	38.2%	29.4%	17.6%
Economically Disadvantaged	2009-10	100%	70.6%	72%	61.3%	9.7%	51.6%	29%	9.7%

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 05								
All Students	2008-09	<10	83.1%	75%	<10	<10	<10	<10
Female	2008-09	<10	83.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	83%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	79.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics								
Grade: 05								
All Students	2008-09	<10	74.6%	63.6%	<10	<10	<10	<10
Female	2008-09	<10	72.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	75.9%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	66.9%	<10	<10	<10	<10	<10
Science								
Grade: 05								
All Students	2008-09	<10	59.6%	54.5%	<10	<10	<10	<10
All Students	2009-10	<10	58%	41.7%	<10	<10	<10	<10
Female	2008-09	<10	57.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	60.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	47.1%	<10	<10	<10	<10	<10
Black or African	2009-10	<10	48.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
American								

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading								
Grade: 03								
All Students	2009-10	<10	31.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	31.5%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	29.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	30.4%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2009-10	<10	50.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	50.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	43.8%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	49.8%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	<10	50%	<10	<10	<10	<10	<10
Female	2009-10	<10	53.8%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Male	2009-10	<10	48%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	41.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48%	<10	<10	<10	<10	<10
Grade: 06								
All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	49.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	39.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	44.3%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2009-10	<10	60.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	55.5%	<10	<10	<10	<10	<10
Black or African	2009-10	<10	54.5%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
American								
Economically Disadvantaged	2009-10	<10	60.8%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2009-10	<10	73%	<10	<10	<10	<10	<10
Male	2009-10	<10	74%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	67.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	72.5%	<10	<10	<10	<10	<10
Grade: 05								
All Students	2009-10	<10	62.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	60.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	63.6%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	55.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	60.3%	<10	<10	<10	<10	<10
Grade: 06								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
All Students	2009-10	<10	47.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	46.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	46.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48.1%	<10	<10	<10	<10	<10

2009-10 School-Level Accountability (AYP) Detail Reporting for Macomb ISD, Mt. Clemens Community School District, M.L. King Jr. Academy

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.8%	86.4%
Mathematics	99.2%	85.8%
School		
English Language Arts / Reading	100%	87.7%
Mathematics	100%	91.7%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	95.9%	83.2%
Mathematics	95.2%	83.3%
School		
English Language Arts / Reading	97.4%	87%
Mathematics	96.5%	89.3%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	94.5%	90.2%
Mathematics	93.9%	87.9%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	188.4%	92%
Mathematics	190.7%	89.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	99.3%	48.2%
Mathematics	98.7%	56.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	100.4%	85.3%
Mathematics	99.9%	85%
School		
English Language Arts / Reading	100%	87%
Mathematics	99.3%	91.9%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	71.92%
Black or African American	

Graduation Rate (High Schools only)
(Goal 80%)

State

56.59%

District

69.79%

American Indian or Alaska Native

State

65%

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

Hispanic or Latino

Graduation Rate (High Schools only)
(Goal 80%)

State

59.94%

District

<10

White

State

81.85%

District

73.81%

Multiracial

State

71.12%

District

<10

Graduation Rate (High Schools only)
(Goal 80%)

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

District

66.67%

Economically Disadvantaged

State

59.8%

District

64.71%

**Attendance Rate
(Goal 90%)**

All Students

State

94.7%

District

92.2%

School

93.2%

Black or African American

State

91%

District

91.7%

School

92.9%

Attendance Rate (Goal 90%)	
American Indian or Alaska Native	
State	
	93.7%
District	
	96.7%
School	
	98.3%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	95.5%
Hispanic or Latino	

**Attendance Rate
(Goal 90%)**

State

94.1%

District

95.5%

School

97.9%

White

State

95.7%

District

92.6%

School

93.8%

Multiracial

**Attendance Rate
(Goal 90%)**

State

94.8%

District

91.6%

School

93.7%

Limited English Proficient

State

94.6%

District

96.2%

Students with Disabilities

State

93.5%

Attendance Rate (Goal 90%)	
District	
	91%
School	
	91.4%
Economically Disadvantaged	
State	
	94.8%
District	
	92.5%
School	
	93.4%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Macomb ISD, Mt. Clemens Community School District, M.L. King Jr. Academy

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	B	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Macomb ISD, Mt. Clemens Community School District, M.L.

King Jr. Academy

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	2	20	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Program Eligibility	43	52	33	13	2
Eligible	57	24	36	31	10
Not Eligible	#	‡	‡	‡	‡
Info not available		‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505